

Converse 2 Special Education Director Evaluation 2017-2018 Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *Converse 2 Special Education Director Evaluation 2017-2018* demonstrated alignment to **five** of the **seven** *Wyoming Education Leader Standards*. Using these criteria, the review team concluded that the *Converse 2 Special Education Director Evaluation 2017-2018* **is not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *Converse 2 Special Education Director Evaluation 2017-2018* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	3/8	Not Aligned
Standard 2	4/6	Aligned
Standard 3	5/7	Aligned
Standard 4	1/4	Not Aligned
Standard 5	4/6	Aligned
Standard 6	3/4	Aligned
Standard 7	4/5	Aligned

Table 2. Detailed Converse 2 Special Education Director Evaluation 2017-2018 Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	Converse 2 Special Education Director Evaluation 2017-2018
Standard 1 - Clear and Consistent Focus on Maximizing the Learning and Growth of All Students	Descriptor 1 — Leadership Descriptor 2 — Managing IDEA Procedures Descriptor 4 — Teamwork
Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.	Descriptor 1: Leadership: (b) Establishes clear goals for the department, keeps the department focused on the goals and

****Two different descriptors are labeled 1b on the evaluation framework.**

	encourages the department to work toward continuous improvement.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	No Alignment
Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	No Alignment
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	<p>Descriptor 1: Leadership: (b) Establishes clear goals for the department, keeps the department focused on the goals and encourages the department to work toward continuous improvement.</p> <p>Descriptor 1: Leadership: (b**) Communicates and operates from strong ideals and beliefs about continuous improvement in learning and teaching.</p> <p>Descriptor 1: Leadership: (e) Is knowledgeable and shares information about current practices and their impact on student learning, including; Adequate Yearly Progress and WDE Special Programs Performance Indicators.</p> <p>Descriptor 2: Managing IDEA Procedures: (b) Ensures curriculum, instruction, and assessment practices meet the needs and requirements of students with special needs.</p>
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	<p>Descriptor 1: Leadership: (b**) Communicates and operates from strong ideals and beliefs about continuous improvement in learning and teaching.</p> <p>Descriptor 1: Leadership: (g) Directs the special services program in a manner that supports the District's mission.</p>

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	<p>Descriptor 2: Managing IDEA Procedures: (d) Provides staff with timely updates and interpretation of new and existing policies, procedures, and legislation affecting classroom instruction relating to special education.</p> <p>Descriptor 4: Teamwork: (f) Seeks to improve the special services program.</p>
Key Element F. Lead the implementation of a high-quality student support and assessment system.	No Alignment
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	No Alignment
Key Element H. Work with staff to evaluate and use data to improve student achievement.	No Alignment
Standard 2 - Instructional and Assessment Leadership	<p>Descriptor 1 — Leadership</p> <p>Descriptor 2 — Managing IDEA Procedures</p> <p>Descriptor 4 — Teamwork</p> <p>Descriptor 5 — Professional Development</p>
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	Descriptor 2: Managing IDEA Procedures: (b) Ensures curriculum, instruction, and assessment practices meet the needs and requirements of students with special needs.
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	Descriptor 5: Professional Development: (b) Seeks out opportunities in assisting other educators and provides appropriate staff and parent training.
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	<p>Descriptor 1: Leadership: (e) Is knowledgeable and shares information about current practices and their impact on student learning, including; Adequate Yearly Progress and WDE Special Programs Performance Indicators.</p> <p>Descriptor 4: Teamwork: (f) Seeks to improve the special services program.</p>

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Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	Descriptor 2: Managing IDEA Procedures: (b) Ensures curriculum, instruction, and assessment practices meet the needs and requirements of students with special needs.
Key Element E. Promote the effective uses of technology to support teaching and learning.	No Alignment
Key Element F. Ensure the use of formative assessment data to inform instruction.	No Alignment
Standard 3 - Developing and Supporting a Learning Organization	Descriptor 1 — Leadership Descriptor 2 — Managing IDEA Procedures Descriptor 5 — Professional Development
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	Descriptor 2: Managing IDEA Procedures: (e) Provides guidance and training necessary for staff to complete IEP and evaluation processes in a compliant manner.
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	Descriptor 2: Managing IDEA Procedures: (f) Provides teachers and staff with the materials and professional development necessary to execute their jobs.
Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.	No Alignment
Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.	Descriptor 1: Leadership: (f) Manages appropriate resources, time and priorities to ensure all requirements of IDEA are followed. Descriptor 5: Professional Development: (c) Keeps abreast of developments related to the job and uses this information to enhance personal performance/advancement to the benefit of school and district initiatives.
Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.	Descriptor 1: Leadership: (b) Establishes clear goals for the department, keeps the department focused on the goals and encourages the department to work toward continuous improvement.

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	Descriptor 1: Leadership: (b**) Communicates and operates from strong ideals and beliefs about continuous improvement in learning and teaching.
Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	No Alignment
Key Element G. Facilitate high functioning groups of faculty and staff.	Descriptor 2: Managing IDEA Procedures: (g) Disseminates information to teachers regarding accommodations, modifications, services, and behavior issues specific to the IEP.
Standard 4 - Vision, Mission, and Culture	Descriptor 4 — Teamwork
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	No Alignment
Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture .	No Alignment
Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.	Descriptor 4: Teamwork: (c) Collaborates with teachers in important decisions affecting them. Descriptor 4: Teamwork: (d) Uses effective group process and consensus building skills when working with staff on problem-solving activities.
Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.	No Alignment
Standard 5 - Efficient and Effective Management	Descriptor 1 — Leadership Descriptor 2 — Managing IDEA Procedures Descriptor 5 — Professional Development
Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.	No Alignment
Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.	Descriptor 2: Managing IDEA Procedures: (a) Establishes a set of operating procedures and routines that the teachers understand and follow.

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Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school and district are supported by the best research available and are aligned to school and district plans.	<p>Descriptor 2: Managing IDEA Procedures: (d) Provides staff with timely updates and interpretation of new and existing policies, procedures, and legislation affecting classroom instruction relating to special education.</p> <p>Descriptor 5: Professional Development: (c) Keeps abreast of developments related to the job and uses this information to enhance personal performance/advancement to the benefit of school and district initiatives.</p>
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	No Alignment
Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	<p>Descriptor 1: Leadership: (f) Manages appropriate resources, time and priorities to ensure all requirements of IDEA are followed.</p> <p>Descriptor 2: Managing IDEA Procedures: (f) Provides teachers and staff with the materials and professional development necessary to execute their jobs.</p> <p>Descriptor 2: Managing IDEA Procedures: (j) Ensure that budget and spending procedures are followed and communicated to staff.</p> <p>Descriptor 2: Managing IDEA Procedures: (k) Ensures that principals and other administrators are involved and informed about the special education program, rules and regulations, and budget information.</p>
Key Element F. Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	<p>Descriptor 1: Leadership: (d) Demonstrates knowledge of the laws and regulations affecting special education along with professional standards and practices.</p> <p>Descriptor 2: Managing IDEA Procedures: (k) Ensures that principals and other administrators are involved and informed about the special education program, rules and regulations, and budget information.</p>
Standard 6 - Ethics and Professionalism	Descriptor 3 — Communication with Stakeholders

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	Descriptor 4 — Teamwork
Key Element A. Lead with integrity	Descriptor 4: Teamwork: (b) Works professionally with school/district administration, staff, parents, and other agencies.
Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Contribute to district and state initiatives.	<p>Descriptor 4: Teamwork: (e) Participates in school or district committees, job-related meetings and activities, and performs assigned duties effectively.</p> <p>Descriptor 4: Teamwork: (f) Seeks to improve the special services program.</p> <p>Descriptor 4: Teamwork: (g) Is visible throughout the district and in the classrooms.</p>
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	Descriptor 3: Communication with Stakeholders: (g) Keeps superintendent informed of concerns and the potential for problematic situations.
Standard 7 - Communication and Community Engagement	Descriptor 1 — Leadership Descriptor 2 — Managing IDEA Procedures Descriptor 3 — Communication with Stakeholders Descriptor 4 — Teamwork
Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.	<p>Descriptor 1: Leadership: (a) Engages in activities ensuring the district's vision and mission are effectively communicated to staff, parents, students and community.</p> <p>Descriptor 3: Communication with Stakeholders: (a) Ensures there is appropriate communication between the district and parents with relation to students' behavior, achievement, school, and community resources</p>
Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.	Descriptor 3: Communication with Stakeholders: (b) Serves as a liaison between community agencies (such as the Department of Family Services, advocacy staff, physicians, etc.) and the district.

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<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>Descriptor 3: Communication with Stakeholders: (a) Ensures there is appropriate communication between the district and parents with relation to students' behavior, achievement, school, and community resources</p> <p>Descriptor 3: Communication with Stakeholders: (b) Serves as a liaison between community agencies (such as the Department of Family Services, advocacy staff, physicians, etc.) and the district.</p> <p>Descriptor 3: Communication with Stakeholders: (c) Is an advocate and spokesperson for the district to all stakeholders.</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>Descriptor 2: Managing IDEA Procedures: (c) Maintains effective working relationships with parents, teachers, administrators (including supervisor), community members, agencies, and others.</p> <p>Descriptor 3: Communication with Stakeholders: (c) Is an advocate and spokesperson for the district to all stakeholders.</p> <p>Descriptor 4: Teamwork: (c) Collaborates with teachers in important decisions affecting them.</p>
<p>Key Element E. Are intentional about considering improvement ideas from outside the school system.</p>	<p>No Alignment</p>

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